DOCUMENT RESUME

ED 167 981 CS 004 723

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TITLE Promising Practices; Secondary Reading Criteria for Excellence.
INSTITUTION Alaska State Dept. of Education, Juneau.
PUB DATE 78
NOTE 8p.; For related document, see CS 004 722

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Involvement; *Content Reading; Developmental Reading; *Program Evaluation; *Rating Scales; Reading Material Selection; *Reading Programs; Remedial Reading; Secondary Education; Staff Role

ABSTRACT

This program assessment instrument was developed for use by educators and community representatives in evaluating secondary school reading programs and in establishing program goals. Using a rating scale of (1) not started, (2) started/little progress, (3) some progress, (4) almost achieved, and (5) achieved, the instrument covers the following areas: functional program components (content area reading), staffing, criteria for selection and use of textual materials, community involvement, and direct program components (remedial and develcpmental reading). Profile sheets are provided for use with the instrument. (FL)

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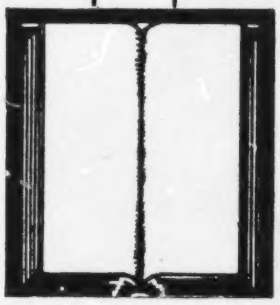
ED167981

Promising Practices

Criteria for Excellence



Secondary Reading

ACKNOWLEDGEMENTS

Based on Secondary Reading Criteria for Excellence, by

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Adopted by the State Board of Education, 1978.

Dimond Mears Reading Task Force

SECONDARY READING CRITERIA for EXCELLENCE

This program assessment instrument has been developed to be used by administrators, professional staff and community representatives to assess secondary reading programs and to provide an informational basis for establishing goals. Possible uses for data generated from this instrument are:

Validation of exemplary programs/promising practices
Self-appraisal (building, district, community level)
Development of long range goals
Planning inservice
Planning and evaluating federal programs
Disseminating information

Directions: The entire staff completes all sections of the criteria, except the section labeled "Program: Direct Component (Remedial, Developmental Reading)." The reading specialist should complete the additional section.

Rating Scale: (1) not started; (2) started/little progress; (3) some progress; (4) almost achieved; (5) achieved.

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PROGRAM: FUNCTIONAL COMPONENT (CONTENT AREA READING)

1.	In analyzing text materials, the teachers determine both concepts to be taught and reading strategies students will use	1	2	3	4	5
2.	In preparing students to read text, the teachers use specific pre-reading activities such as vocabulary/concept acquisition techniques like vocabulary overviews, advance organizers, and prediction sheets.	1	2	3	4	5
3.	In guiding students to an understanding of concepts, the teachers use strategies such as reading guides, study guides, rewrite techniques and student interaction.	1	2	3	4	5
4.	In guiding students to become independent learners, the teachers use strategies such as reasoning guides, reaction guides, higher level questions and post-organizers.	1	2	3	4	5
5.	In planning instruction, teachers consider these student characteristics: background in subject, learning style and rate, and skill levels in thinking, reading, speaking and writing.	1	2	3	4	5

6.	Teachers, rather than the textbook, determine concepts to be learned.	1	2	3	4	5
7.	There is a communication/coordination system through which teachers can identify student needs in functional reading and share successful strategies among the various subject areas and grade levels.	1	2	3	4	5
8.	Reading teachers assist content teachers in developing and implementing reading strategies for prevention of reading problems.	1	2	3	4	5
9.	A referral system exists by which teachers can obtain evaluation of and assistance for students with special reading needs.	1	2	3	4	5
10.	The teachers know the referral system and use it.	1	2	3	4	5
11.	Staff has awareness of and utilizes grouping patterns, i.e., one-to-one, small groups (fewer than six), large groups (over six), heterogeneous and homogeneous.	1	2	3	4	5
12.	Staff knows and uses some of the teaching approaches, i.e., single-teacher-multi-subject, team teaching, student-cross-age teaching, certificated tutor, or small group teaching.	1	2	3	4	5
13.	Classroom teachers have a minimum of six semester hours in an accredited reading course or courses that include content-area reading.	1	2	3	4	5
14.	There is an enrichment program for gifted or high achievement learners that is maintained through identification of high achievers, development of personalized programs, and provisions of special interest groups, materials, and activities.	1	2	3	4	5
15.	Bilingual instruction is provided as determined by goals and objectives of the local community.	1	2	3	4	5
16.	Provisions are made in each subject area for development of oral and written language.	1	2	3	4	5
17.	The district administration is committed to encouraging reading programs by providing support to principals and staff.	1	2	3	4	5

STAFFING

18.	All teachers teach skills and processes to master concepts to all students along with teaching concepts of the subject.	1 2 3 4 5
19.	The building administrator demonstrates understanding and commitment to the reading program by: providing leadership and resources, hiring qualified personnel, insisting on teacher inservice, presenting a strong case to others for budgetary support, and evaluating personnel on competency in functional reading practices.	1 2 3 4 5
20.	A qualified individual has been given authority, responsibility and time to develop and coordinate the total program.	1 2 3 4 5
21.	Paraprofessionals and/or volunteers work with students under the direct supervision of the classroom teacher.	1 2 3 4 5
22.	Paraprofessionals and volunteers have a minimum of 15 clock-hours preparation prior to service in the reading program. The preparation is in such areas as record keeping, instructional techniques, operation of equipment and materials.	1 2 3 4 5
23.	The building administrative personnel have a minimum of six semester hours in an accredited reading course or courses that include reading in the subject areas.	1 2 3 4 5
24.	Staff, paraprofessionals and volunteers receive continuing inservice in the application of the reading techniques in all subjects.	1 2 3 4 5
25.	An overall inservice plan exists for the reading program (content, remedial and developmental).	1 2 3 4 5
26.	Reading inservice plans are developed jointly by subject teachers, administrators and specialists.	1 2 3 4 5

CRITERIA FOR SELECTION AND/OR USE OF TEXTUAL MATERIALS

27. There is an instructional materials selection process which takes into account readability factors, such as grade level, text format, vocabulary treatment and author's style.	1	2	3	4	5
28. There is an instructional material selection process which takes into account organizational factors, such as student aids (illustrations, glossaries, graphs) and textbook organizational patterns (cause and effect, sequence, compare/contrast).	1	2	3	4	5
29. There is an accessible resource center which includes current professional materials.	1	2	3	4	5
30. The library or resource center with adequate materials is used as an integral part of the reading program.	1	2	3	4	5

COMMUNITY INVOLVEMENT

31. An advisory task force has representation from the business community, student body, parents and staff.	1	2	3	4	5
32. Information on the status of the reading program is frequently disseminated to the community.	1	2	3	4	5
33. A composite task force is maintained to assure that the reading program is fulfilling community needs.	1	2	3	4	5

PROGRAM: DIRECT COMPONENT (REMEDIAL, DEVELOPMENTAL READING)*

*This section is to be completed only by the reading specialist.

34. The reading program is based on a scope and sequence of skills.	1	2	3	4	5
35. Student skill attainment is recorded and maintained on skill sheets based on an adopted scope and sequence.	1	2	3	4	5
36. Students' records are available and utilized by teachers.	1	2	3	4	5
37. The reading program includes development of word analysis, vocabulary, comprehension, reasoning, study, and creative thought skills and applications.	1	2	3	4	5
38. Teachers guide students to realize how useful and enjoyable reading can be. And students are given opportunities for free reading regularly.	1	2	3	4	5
39. Teachers continuously inform students of their reading progress and assist students to plan personal goals and objectives.	1	2	3	4	5
40. The reading staff knows and uses some of the basic approaches, i.e., meaning emphasis, code emphasis, linguistics, modified alphabet, programmed learning, individualized, language experience, eclectic or other, in teaching students.	1	2	3	4	5
41. Reading classes are available for students working to improve their reading skills and for students identified as deficient in reading.	1	2	3	4	5
42. Some kind of quantitative assessment demonstrates program effectiveness.	1	2	3	4	5
43. The reading specialist has completed three years of successful classroom teaching in which teaching of reading is an important responsibility.	1	2	3	4	5
44. The specialist has completed a master's degree or undergraduate study which included 12 semester hours of courses in the area of reading.	1	2	3	4	5

SECONDARY READING PROGRAM
PROFILE SHEET

PROGRAM: FUNCTIONAL COMPONENT (Content Area Reading)

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STAFFING

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CRITERIA for SELECTION and/or USE of TEXTUAL MATERIALS

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COMMUNITY INVOLVEMENT

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PROGRAM: DIRECT COMPONENT (Remedial, Developmental Reading)

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1	2	3	4	5
Not Started	Little Progress	Some Progress	Almost Achieved	Achieved

PROGRAM ASSESSMENT INSTRUMENT
PROMISING PRACTICES